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ABSTRACT

This booklet describes 26 projects funded by Pennsylvania (PA) Bureau of Adult Basic and Literacy Education (ABLE). Descriptions include title, purpose, impact, project outcomes, conclusions or recommendations, project continuation or future implications, product, project director, and descriptors. The following projects are profiled: AchievE: High School Diploma Program for Adults; Adult Education Alternative Diploma; Adult Learner Skills Competencies: Framework for Developing Curricula in Adult Contexts and Linking Instruction to Assessment; Assessment for Adult Learners: Training Module for Practitioners; AXIS: Adult Education eXpress Intercommunication Support; Building Communities for Learning; Case Management for Adult Educators; COLOR of Education; Development of Criteria for Student Data Reporting; Focus on Adaptation; General Educational Development (GED) Graduates Progress; Parenting Skills through Children's Literature in Family Support Centers: Adaptation of Existing Curriculum; PA Action Research Network: Staff Development; PA Adult Literacy Practitioner Inquiry Network: Building Capacity, Strengthening Links; Philadelphia Alternative Diploma Project; Preparing to Enter the Workforce: School-to-Work Model for Adults; Rural Co-Options for Lifelong Learning; School-to-Work; Standardizing Forms for Non-Metropolitan Literacy Providers; Statewide Staff Development: Adults with Learning Differences; Success Stories; Summer Institute: New Teacher Orientation; Summer Institute: Technology II; Transmission of Data through Technology; "What's the Buzz?"--Pennsylvania's Adult Basic and Literacy Professional Development Newsletter; and Work beyond GED. (Includes indexes of agency and descriptors.) (YLB)

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ED 421 634

Commonwealth of Pennsylvania

Adult Education

Section 353 Special Demonstration Projects

Project Abstracts for the

Fiscal Year 1996-1997

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Pennsylvania Department of Education

Bureau of Adult Basic and Literacy Education

July 1998

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Commonwealth of Pennsylvania

Adult Education

Section 353 Special Demonstration Projects

Project Abstracts for the

Fiscal Year 1996-1997

Pennsylvania Department of Education

Bureau of Adult Basic and Literacy Education

July 1998

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Department of Education
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FOREWORD

Each year, the Pennsylvania Department of Education Bureau of Adult Basic and Literacy Education (ABLE) awards grants to public and private educational agencies and organizations for the development of special projects. The grants are funded through Section 353 of the federal Adult Education Act (P.L. 91-230), as amended by the National Literacy Act of 1991. This section requires the Department of Education to use not less than 15 percent of its annual federal allotment under the Act for special experimental demonstration and teacher training (staff development) adult education projects as defined in the act. For fiscal year 1996-97, a total of $2,450,000 was available for Section 353 projects. Abstracts for 26 projects are contained in this booklet.

These grants were used in Pennsylvania to support Adult Basic and Literacy Education program improvement initiatives through research and experimentation with new methods, programs and techniques. In addition, funds were used to provide professional development for personnel working in adult basic education programs.

To encourage the adoption/adaption of successful practices, the Project Abstracts for the Fiscal Year 1996-97 booklet is disseminated to all local programs in Pennsylvania and to various national agencies with an interest in adult basic and literacy education. The booklet is also available on disk.

Terms used in this booklet to describe adult basic and literacy education projects and programs include: General Educational Diploma (GED), Intermediate Unit (IU), Adult Basic Education (ABE), and English as a Second Language (ESL).

All projects described in this booklet are housed at the AdvancE State Literacy Resource and are available on loan by contacting AdvancE at the following address:

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AchievE: Cumberland Valley School District's High School Diploma Program for Adults

PA 98-7010 **AE** 3025-1197

Purpose: This project is an extension of a similar Section 353 grant awarded in 1995-96. During that time frame, three educational agencies were recruited and agreed to utilize the Cumberland Valley School District (CVSD) high school diploma model for future use.

Impact: Three educational agencies successfully developed a High School Diploma Program for Adults and modified the structure to meet local needs. Several other agencies in Pennsylvania have visited Cumberland Valley in order to start a high school diploma program.

Project Outcomes: Three educational agencies modeled their diploma program after the CVSD High School Diploma Program.

- Northwest IU (Erie, Crawford, and Warren counties) incorporated its diploma program into the North Coast School. Three alternative diploma pathways (traditional ABE funded GED studies, North Coast curriculum and the Cumberland Valley model) were developed for dropouts of participating school districts.
- Schuylkill IU 29 initiated a program that closely mirrors the Cumberland Valley model. Through a series of meetings between school administrators and Cumberland Valley staff, the majority of Schuylkill County School districts decided to initiate the program at the Lifelong Learning Center, Schuylkill Mall, Frackville, PA.
- Metropolitan Career Center developed a model program for the Philadelphia School District. The learner outcomes were closely aligned to Cumberland Valley's, with an emphasis on computer education. The learner outcomes kept pace with the Pennsylvania Department of Education's goals for public education. (See separate reports from these agencies in this book.)

Conclusions/Recommendations: Three educational providers will initiate programs during the 1997-98 school year. The diploma programs will be modified to meet local educational needs. In all cases, the GED programs will remain as an integral part of educational programming for the adults where high school diploma programs are being implemented. CVSD provided technical assistance to three educational agencies to develop a High School Diploma Program for Adults. This special demonstration project shows how adult graduates warrant earning the same diploma as the graduating seniors of the school district. The diploma will also allow the flexibility to meet the goals and objectives of state regulations.

Project Continuation and/or Future Implications: A presentation should be made to all personnel at ABLE Bureau and to the Professional Development Centers. It would provide an excellent opportunity to eliminate misconceptions concerning the diploma program and a means to disseminate information about the High School Diploma Program for Adults.

Product: Information packet and PowerPoint presentation on computer disk.

Project Director: Samuel C. Gruber, Cumberland Valley School District, 6746 Carlisle Pike, Mechanicsburg, PA 17055; (717) 766-0217

Descriptors: High School Equivalency Programs

Adult Education Alternative Diploma

PA 98-7005 **AE** 3025-1192

Purpose: To develop an alternative to the GED for adult students.

Impact: 1) Adult diploma programs are now available as part of a comprehensive academic program operated through a regional PDE approved alternative high school. 2) ABLE funded GED programs are integrated with an approved alternative high school. 3) One local school district will offer a competency high school diploma program. 4) A transferable competency diploma is available to other school districts wanting to provide its adult residents with a diploma option.

Outcomes: 1) A competency diploma program was developed and implemented in conjunction with a regional alternative high school. One additional school district has formally agreed to implement the program starting September 1997. 2) An arrangement also was negotiated with North Coast High School for adult students to complete an alternative academic curriculum and receive a North Coast High School diploma. Three adult students graduated with the North Coast Class of 1997.

Conclusions/Recommendations: Cooperation from public school entities is a viable mechanism to offer adult students new options to obtain a high school diploma. Models can be developed which are consistent with the varying backgrounds and schedules of adult students. There is an interest among some school districts to provide a competency diploma option for local residents. Delivery of such an option can be very costly for each district to implement.

Additional Comments: Development of an alternative diploma option is highly consistent with current efforts in the area of School-to-Work and Tech Prep. A major complaint heard from employers regarding the irrelevancy of much of the traditional high school program can be directly addressed through inclusion of employer recommendations within the competency diploma criteria.

Product: A written competency curriculum and diploma document.

Project Director: Dr. Richard Gacka, Adult Education Programs, Northwest Tri-County Intermediate Unit #5, 252 Waterford Street, Edinboro, PA 16412; (814) 734-5610; FAX: (814) 734-5806; Internet: Rich_Gacka@SMTP.Trinet.k12.pa.us

Descriptors: High School Equivalency Programs

Adult Learner Skills Competencies: A Framework for Developing Curricula in Adult Contexts and Linking Instruction to Assessment

PA 98-7008 **AE** 3025-1195

Purpose: To research the literature and consult with adult education practitioners in the Commonwealth to establish learner competencies that could be used by all Adult Basic and Literacy Education providers in Pennsylvania.

Impact: The skill competencies provide several opportunities for practitioners to refine curriculum, instruction, and assessment practices to better meet the educational needs of learners.

Outcomes: 1) Project staff researched and analyzed existing and emerging lists of adult learner competencies resulting in the development of lists of basic and higher order skills as well as extended literacy skills. 2) These lists established a foundation of skills applicable across adult life roles as family members, workers and citizens. Sample applications of the skill competencies in each role were included at each level. 3) The project was modified to focus on identifying the underlying basic skills needed to perform tasks or achieve goals ("foundation" or "generative" skills) within adult life roles. Emphasis was placed on encouraging practitioners to: a) teach learner skill competencies in the relevant and meaningful contexts of adult life roles, and b) include opportunities for learners to practice the skills in various contexts to promote skill transfer. 4) The skills were divided into Basic, Intermediate, and Advanced levels of expertise - generally aligned with skill levels commonly used in ABLE programs as well as in common standardized assessment instruments (e.g., TABE, CASAS, WorkKeys).

Conclusions/Recommendations: It is recommended that practitioners use the competencies: 1) as a framework for designing curricula and instruction that reflect adults' roles and their application of basic skills within these contexts; 2) to link specific basic skills development more closely with learner-selected activities and tasks; and 3) to link curricula to program assessment plans. It is recommended that the Bureau of ABLE use the competencies framework to expand efforts to document learner gains, and ultimately to contribute to improved accountability for Pennsylvania ABLE programs.

Project Continuation and or Future Implications: In 1997-98, the Bureau of ABLE is supporting an Adult Education Act Section 353 project to develop products to assist practitioners in using the competencies in their programs. This project, Linking Adult Learning Competencies to Contextualized Curricula, Instruction, and Assessment (Project No. 98-8003), will produce: 1) a resource guide of commercially available, Internet-based, and Section 353 products linked to the competencies and their application in adult contexts; and 2) a professional development module to provide training and support for practitioners integrating the competencies with their program curriculum and assessment plans.

Product: Adult Learner Skills Competencies: A Framework for Developing Curricula in Adult Contexts and Linking Instruction to Assessment

Project Directors: Eunice N. Askov and Barbara Van Horn, Institute for the Study of Adult Literacy, Pennsylvania State University, 102 Rackley Building, University Park, PA 16802-3202; (814) 863-3777

Descriptors: Competency Based Learning, Research

Assessment for Adult Learners: Training Module for Practitioners

PA 99-7013 **AE** 3025-1222

Purpose: To design a training module for delivery to adult education practitioners through the Pennsylvania Regional Professional Development Centers.

Impact: The number of attendees at workshops will be calculated following training in the 1997-98 program year.

Outcomes: A cadre of trainers was prepared to deliver training in administration of assessment instruments. A training binder, including overhead transparencies, bibliographies, and references, was completed.

Project Continuation And/or Future Implementation: Assessment training was delivered through the PDCs during the 1997-98 program year.

Product: Training Binder

Project Director: Carol Molek, TIU Adult Education and Job Training Center, MCIDC Plaza Building # 58, 6395 SR103 North, Lewistown PA 17044; (717) 248-4942

Descriptors: Staff Development, Assessment

AXIS: Adult Education eXpress Intercommunication Support

PA 99-7005 **AE** 3025-1214

Purpose: To facilitate communication related to professional development services administered by the PDE Bureau of Adult Basic and Literacy Education, and to the Bureau itself through development and coordination of print materials, Internet presence, online connectivity, and general communications.

Impact: Provided a variety of communication support related to professional development services administered by the Pennsylvania Department of Education, Bureau of Adult Basic and Literacy Education, and to the Bureau.

Project Outcomes: Published the ABLE Administrators Handbook, 1996 edition. Reworked the Professional Development Centers (PDC) newsletter template. Developed a World Wide Web site on adult basic and literacy education in Pennsylvania. Centrally produced statewide publications funded by the Bureau of ABLE. Coordinated online communications among the PDCs. Completed production of Freebies for ABLE, 1996 edition. Published a directory of adult basic and literacy education providers in Pennsylvania. Produced EQUAL Year Two Report. Produced three issues of EQUAL Update. Designed, ordered, and distributed lapel pins and a banner publicizing the "And Quality for All" slogan. Compiled monthly schedules of PDC events. Produced several other publications and subprojects detailed in this report.

Project Continuation and/or Future Implications: Web site to be uploaded to server, then maintained, updated, and expanded. Training modules will be completed. Building Communities for Learning (PA 98-7007; AE 3025-1194) manual will be completed. Publications such as the Provider Directory, the ABLE Administrators' and ABLE Staff Handbooks and Freebies for ABLE need periodic new editions. Many ongoing activities will be continued in 1997-98 fiscal year.

Products: The Pennsylvania ABLE Administrators Handbook, Freebies for ABLE, 1996 edition, Provider Directory, "What's the Buzz?" (Five issues), "Focus" (five issues), "Action Update" (four issues), EQUAL Update (3 issues), EQUAL Year Two Report, PDC Brochure, a Web site (http://www.cas.psu.edu/docs/pde/able/ablesite.html)

Project Director: Tana Reiff, Lancaster-Lebanon Intermediate Unit #13, 1110 Enterprise Road, East Petersburg, PA 17520; (717) 299-8912

Descriptors: Staff Development, Public Relations

Building Communities for Learning

PA 98-7007 **AE** 3025-1194

Purpose: To encourage and assist communities in the development of community-based planning groups for the purpose of improving the delivery of services for adult learners and maximizing adult learning outcomes.

Impact: Building Communities for Learning sites have already reported increased awareness of adult basic and literacy education programs and their services; increased public awareness of adult learning issues, needs, and achievements; improved communication among adult education stakeholders; smoother client transitions between programs; better client referrals among programs; and, more coordinated paperwork and reporting among programs and agencies.

Outcomes: Four communities received BCL community-based planning start-up grants, training, and technical assistance and are well on their way toward the development of a coordinated, comprehensive delivery system of adult learner services. The three BCL pilot sites (1996) assumed new roles as mentoring communities and provided new sites with field-driven training, technical assistance, and support.

Conclusions/Recommendations: There is a great need for community-wide collaborating and community based planning to improve services for adult learners and adult learning outcomes. 1) Regardless of the size, location, or demographics of the community, local stakeholders were not fully aware of the types of programs and services offered to adult learners in the community. 2) Communities need to increase their awareness of adult learning services, needs, and issues. 3)Active involvement of business and industry in community-based planning efforts was recognized as a priority. 4) Collaboration and community-based planning require time, training, knowledge, skills, and commitment. 5) Communities need training and technical assistance to guide the collaboration and community-based planning process. 6) External support is needed for legitimacy and credibility, start-up funding, training and technical assistance, and ongoing guidance. 7) External support should promote local ownership.

Project Continuation and/or Future Implications: The seven BCL community-based planning groups will continue with the project. The three mentoring communities will remain as mentors with their original sites and will add a second site during the upcoming year. The four 1996-97 sites will continue building their groups and developing coordinated delivery systems of adult learner services. Four new sites will be added during 1997-98.

Product: Final Report, "Guidelines for Mentoring Communities", "Guidebook for Community based Planning" (developed 1995-96)

Project Director: Sheila M. Sherow, Pennsylvania State Coalition for Adult Literacy, Center for Literacy, Inc., 636 S. 48th Street, Philadelphia, PA 19143; (215) 474-1235

Descriptors: Community Planning

Case Management for Adult Educators

PA 98-7018 **AE** 3025-1205

Purpose: To develop and deliver training on case management procedures for adult educators. "Case Management for Adult Educators" was designed for local impact but is adaptable in all adult education settings. The project is based on the assertion that increased contact with the adult learner will increase comfort level in the educational setting, which will, in turn, increase retention rates.

Impact: Local impact of this project has been extremely positive. This project and training came directly from requests and needs of staff. From this training, staff have become better at teamwork and problem solving, students show more satisfaction, and retention has improved.

Outcomes: The project trained adult instructors on techniques, processes, and procedures of effective client case management. The project developed the training plan for case management procedures; completed case management training; followed up on training and its effectiveness in practices; developed training, systems, and implementation; and disseminated products. The basis of this project became the foundation of the Case Management Module to be used statewide with coordinated delivery by the Regional Professional Development Centers.

Conclusions/Recommendations: It is strongly recommended that any adult education program adopt a case management approach to student service. Even a part- time program can benefit from incorporating at least some principles of case management into the program operation.

Project Continuation and/or Future Implications: This has been an extremely helpful project. The basics assembled by this project will be available for new staff. However, case management in any organization should be an evolving system open to continuous improvement. The local case management system will meet changing needs.

Additional Comments: Training through the Case Management Training Module is recommended as comprehensive skills training for adult educators providing case management to adult learners.

Product: Final report and attachments

Project Director: Carol Molek, Tuscarora Intermediate Unit #11 Adult Education and Job Training Center, MCIDC Plaza, Building #58, 6358 SR 103 North, Lewistown, PA 17044; (717) 248-4942

Descriptors: Administration, Counseling

The COLOR of Education

PA 98-7016 **AE** 3025-1203

Purpose: To develop and publish instructional materials for educationally disadvantaged adults to assist them in "head of household" type skills including bill paying, making and keeping appointments, and other related issues.

Impact: The materials used a non-reading method of instruction including color coding. The data to determine effectiveness and success in achieving independence is incomplete because the materials are still being field tested.

Outcomes: The project proposed to assist adults who are in independent living situations with a method to maintain their autonomy in spite of very limited educational skills. The project explored and developed non-reading techniques to assist teachers and tutors working with the educationally disadvantaged learner.

The sequence of planned activities included contacting institutions working with educationally disadvantaged adults to explore successful non-reading methods such as color coding. The original plan also was to use symbols and pictures along with the color coding. However, it was found that symbols and pictures were too complicated for the tutor and learner to incorporate. Color coding with the use of highlighters is much simpler and easier to use. Adaptation of materials and development of a training guide for teachers and tutors was accomplished. The project is at the field testing stage and copies of the workbook will be printed for distribution.

Conclusions/Recommendations: The evaluations suggested the workbook will help students with household management, paying bills and maintaining schedules. Suggestions were made to use more samples, including students' own bills. Bills should also be paid when they are received. Color coding, which seems to be most useful, can be carried over by placing colored stickers on the telephone, T.V., stove, etc.

Project Continuation and/or Future Implications: This project will be recommended for use with educationally disadvantaged students by trained tutors.

Product: Final report, student workbook

Project Director: Sandra L. Sloppy, MidState Literacy Council, 650 Leonard Street, Clearfield, PA 16830; (814) 765-6100

Descriptors: Daily Living Skills

Development of Criteria for Student Data Reporting

PA 98-7002 **AE** 3025-1189

Purpose: To investigate recurring issues and patterns in the reporting of student data in order to establish the criteria by which student enrollment, completion, early separation, and educational level/category attainment are reported statewide.

Impact: The project impact will be evaluated after ABLE-funded programs are trained and begin to implement the criteria during program year 1997-98.

Outcomes: Criteria for student data reporting were developed, resulting in a common set of definitions by which both programs and ABLE can interpret data to assess quality of service provision and number of students served.

Conclusions/Recommendations: EQUAL Project findings, as reported by ten participating programs, revealed programmatic issues in student data reporting, while federal and state requirements were compared and reconciled. These findings supported the writing of draft criteria, which were then reviewed by a working group of adult education professionals and ABLE personnel. Upon ABLE approval, the criteria were finalized, a data dictionary was composed, and training plans were established. Dissemination of the criteria was planned via a statewide teleconference for ABLE-funded programs and Professional Development Centers.

Product: Criteria, data dictionary, and training plans

Project Director: Ashley Stoudt. Contact: JoAnn Weinberger, Center for Literacy, 636 South 48th Street, Philadelphia, PA 19143, (215) 474-1235

Descriptors: Administration

Focus on Adaptation

PA 99-7001 **AE** 3025-1210

Purpose: To provide a publication for the effective and statewide dissemination of significant current or previous Section 353 special demonstration projects. It also conducted a review of previous exemplary projects and validated those that were deemed significant.

Impact: In its yearly reader survey, FOCUS repeated its 1996 rating, the highest in its 12 year history. It received a total of 13.83 out of a possible 15 points, or a 92 percent favorable rating. Contacts with AdvancE, the Western Pennsylvania Adult Literacy Resource Center, and special project directors indicated that there were 130 requests for projects featured in Focus Bulletins. A listing of validated projects was distributed to Pennsylvania Department of Education's (PDE's) Bureau of Adult Basic and Literacy Education (ABLE) staff and Professional Development Centers (PDCs) including the South Central Professsional Development Center, which is developing modules for staff development purposes.

Outcomes: Twenty-two special projects from Pennsylvania and the nation were selected as exemplary based on a five-point scale for innovation, effectiveness, adaptability, and quality of final report. Five additional projects with outstanding components were accorded an honorable mention. Areas pertinent to adult education practitioners featured in 1997 FOCUS bulletins were curriculum, technology, staff development, family literacy and program improvement. FOCUS validated 47 projects previously identified as exemplary in the areas of assessment, curriculum, family literacy, learning differences, recruitment and retention, staff development and technology, including 18 that needed no revision. A classification system for validated products and practices was established, a standard bookshelf of significant products identified, and four significant projects cited as models for transfer in FY 1997-98.

Project Continuation and/or Future Implications: It is recommended that previous exemplary special projects in the areas of workplace, staff development and research, counseling/lifeskills, English as a Second Language, and program improvement linkages be validated in FY 1997-98.

Recommendations: It is recommended that a database of validated projects be made available to the PDE Bureau of ABLE and the six Pennsylvania Professional Development Centers.

Products: Final Report, FOCUS Bulletins

Project Director: Dr. Sherry Royce, Royce & Royce, inc., 1938 Crooked Oak Drive, Lancaster, PA 17601, (717) 569-1663.

Descriptors: Dissemination, Staff Development

GED Graduates Progress: Executive Summary

PA 98-7015 **AE** 3025-1202

Purpose: To produce and disseminate an "Executive Summary" from the findings of the GED Research Project #98-6013 and to present the summary information at one national conference.

Impact: No formal information is available but the summary has been well received. The National GED Testing Center has requested an article and a proposal to present a workshop entitled "How to Use the Summary to Market a GED Program."

Outcomes: One thousand copies of GED Graduates' Progress Executive Summary, Commonwealth of Pennsylvania were produced and distributed to 151 GED Test Center Directors and to the Pennsylvania Department of Education. Workshops were presented on the summary findings at the National Adult Education Research Conference in Oklahoma City in May 1996, at the Pennsylvania Adult and Continuing Education Conference in February 1997, at both the Southwest and Northwest Professional Development Centers's regional spring meetings, and at the American Association of Adult and Continuing Education in November 1997.

Conclusions/Recommendations: This project concluded that obtaining the GED did positively impact the lives of GED graduates. This information should be used to motivate and encourage high school dropouts to bring validation and closure to their high school education via the GED diploma.

Project Continuation and/or Future Implications: Further research should be conducted into outcomes of individuals who did not take and/or pass the GED test. It also would be valuable to gain more understanding of the perception employers have of applicants holding a GED diploma.

Product: GED Graduates' Progress Executive Summary. (Ed. note: See also Gary J. Dean. "The Value of Obtaining a GED in Pennsylvania." PAACE Journal of Lifelong Learning. Vol. 7, 1998, p. 73)

Project Director: Dr. Gary Dean, Indiana University of Pennsylvania, Carlow College, 3333 Fifth Avenue, Pittsburgh, PA 15213, (412) 578-6682

Descriptors: Research, High School Equivalency Diploma

Parenting Skills through Children's Literature in Family Support Centers: Adaptation of Existing Curriculum

PA 98-7020 **AE** 3025-1207

Purpose: To deliver traditional parenting skills to participants at area family centers by reading and critically examining issues raised in children's literature. To train staff to continue implementing this curriculum after the end of the project. This format was utilized to deliver a model of service that will help adults realize their potential as parents.

Impact: Recruitment efforts at two of the selected centers did not produce a sufficient number of participants. At Providence Family Support Center, where efforts were met with enthusiasm, and the director and on-site staff were active recruiters, participants completed the curriculum.

Outcomes: It was not feasible to work with the two centers originally selected. The program was conducted at the Providence Family Support Center. The women met for two hours, once a week, for 16 weeks. After the group and facilitator conducted an informal assessment of need, that group functioned as a support group allowing for open enrollment. Weekly door prizes and the children's books served as an incentive for participation. Written and verbal evaluations by the participants indicated that the sessions helped them become more aware of parent child issues. They reported feeling that their involvement in the class was worthwhile and that they felt relaxed about expressing their thoughts in a group setting. The family centers are committed to the elimination of duplicate services, to the support of participants, and to increasing the availability of community services.

Conclusions/Recommendations: Instructors must be sensitive to each participant's children's developmental stages and ages. For classroom instruction, the issues that pertain to the needs of the participants should be used. For example, if the majority of the participants' children are past the potty training stage, eliminate that module from the training. Expand on those modules that are more closely related to current needs.

Continuation and/or Future Implications: Family Literacy programs in a variety of settings would find this curriculum complementary to ABE instructional curriculum. This project could be included in professional development trainings offered by Adult Basic Education.

Product: Teachers' Handbook for original curriculum and adapted curriculum (98-5026)

Project Director: Penny Lang, Goodwill Literacy Initiative, 2600 E. Carson Street, Pittburgh, PA 15203, (412) 390-2327

Descriptors: Curriculum, Family Literacy

Pennsylvania Action Research Network: Staff Development Through Three Regional Staff Development Centers: Proposal for an Extension to Year Two.

PA 99-7002 AE 3025-1211

Purpose: To train and mentor Pennsylvania literacy practitioners in action research; to extend the development of the Action Research Network across Pennsylvania; to produce and disseminate practitioner-based knowledge for advancement of the field.

Impact: Individual interviews were conducted with sixteen of twenty-five of the 1995-96 action research participants between March and April 1997 - - one year after their involvement with the network. Interviews with seven of sixteen of the supervisors of the participants' programs were conducted to verify the data. Ninety-four percent last year's participants as interviewed had improved their problem solving strategies and the majority (75%) had made lasting changes in their classrooms. Action research compared very favorably with traditional workshop/course training. Program supervisors rated action research highly; would commit up to 50% up of their budget for action research; wanted up to 100% of their staff trained in it, and the majority (86%) could point to lasting changes to their institutions and/or programs as a result of action research. Supervisors verified both behavioral and attitudinal changes among those who participated in action research in 1996. Through a follow up on the 1997 participants, respondents were very satisfied with the 1997 project and had made changes to their programs as a result of action research.

Outcomes: Thirty trained practitioners in teaching/tutoring/administrative positions; lasting improvements to courses, programs and institutions; review process for expert input.

Conclusions/Recommendations: Either the Action Research Network or the new PA Coordination Committee needs to begin to draw out patterns of findings and better disseminate these in ways the field can use. Secondly, PDE might use the Action Research Network to test new policy ideas or program thrusts. Finally, the emergent directions of practitioner interests and research could be used to inform PA policy.

Continuation and/or Future Implications: Based on the 1996 COABE Pre-Conference, this project is considered the cutting edge of literacy for professional development and for the building of practical knowledge. It is vital that momentum not be lost in future years.

Products: Four Action Update newsletters, an up-to-date and accessible databank of all activities, a revised Handbook and Planner; twenty-seven monographs of completed projects; an impact study on the 1995-96 participants and a followup evaluation of this year's participants. A book written on action research has been written by the action research team for publication by Jossey-Bass.

Project Director: Dr. B. Allan Quigley, Pennsylvania State University, Center for Continuing and Graduate Education, 4518 Northern Pike, Monroeville PA;(412) 372-4095

Descriptor: Action Research

The Pennsylvania Adult Literacy Practitioner Inquiry Network: Building Capacity, Strengthening Links

PA 98-7021 **AE** 3025-1208

Purpose: To improve the educational opportunities of adult learners in the state by improving the practice of teachers, tutors and program administrators by establishing a cross-state inquiry group during the PALPIN Winter Inquiry Institute and inquiry groups in two professional development regions.

Impact: Extensive reading from the research literature, writing, and discussion about the relationships between day-to-day work realities, needs and interests of participants and practice, and the implementation of inquiry projects using descriptive research methods helped practitioners articulate their own questions and develop strategies for exploring them.

Outcomes: The findings in the second year of implementation were consistent with those of the first year (Belzer, 1996). In the second year of the program, PALPIN worked to develop and support local inquiry leadership around the state. In addition, the initiation of an on-line inquiry community and the development of inquiry leadership has yielded additional findings: 1) online communication can be successfully used to implement some inquiry activities but cannot and should not entirely replace face-to-face interactions in inquiry groups; 2) there is a need for formal leadership development training; and, 3) although most PALPIN participants complete inquiry projects and write them in a final report, practitioners typically need more help, support and time than is available during the program to polish their papers for dissemination.

Conclusions/Recommendations: The completion of an inquiry project is just one activity among many which encourage participants to develop an inquiry stance on practice. It is important evidence of the kind of learning opportunities participants had in PALPIN. While each project was unique to the individual or agency needs, challenges and concerns, there were a number of important common themes across projects. They represented a deep interest in improving classroom practice, program management and structures and/or service delivery. An important idea that undergirded almost every project was the fact that projects involved various stakeholders in new ways of planning, making decisions and evaluating. Many projects were aimed at learning more from and about learners; others were designed to document what happens when a new practice is implemented. Others focused on getting a deeper understanding of a particular problem or challenge.

Continuation and/or Future Implications: The process of building a state-wide network of practitioners who use inquiry to improve individual practice, their programs and the wider field continued to grow during PALPIN's second year. Recruitment goals were met or exceeded. Project completion rate and leadership development began.

Product: Practitioner inquiry projects, newsletter articles, Winter Inquiry Institute Newsletters

Project Director: Alisa Belzer, University of Pennsylvania Graduate School of Education, 3700 Walnut Street, Philadelphia, PA 19104; (215) 898-8865

Descriptors: Action Research

Philadelphia Alternative Diploma Project

PA 98-7009 **AE** 3025-1196

Purpose: To plan and develop an Alternative Diploma Program modeled after the Cumberland Valley School District's program.

Impact: Since the actual goal was to plan a curriculum, impact is reported in relationship to the staff that spent time planning, to the agencies where collaborative relationships were established, and to the students who became involved in the intake process.

Outcomes: The Metropolitan Career Center (MCC) in Philadelphia designed an Alternative Diploma Program with three components: life skills, computer literacy, and academic competencies. Its program was modeled after the Cumberland Valley School District, using the same academic core and categories of life skills. The key difference between the two programs was that the Philadelphia model contained at least 20 hours of hands-on computer instruction and was developed through a collaboration between a non-profit provider of adult literacy services and a school district.

Conclusions/Recommendations: Initially MCC attempted to plan and implement during the same year. The goal, however, was overly ambitious. The planning process really takes a lot of time. Therefore, it is highly recommended for those agencies which seek to set up a similar program to leave time for planning. It is also recommended that a lot of time be given to marketing the program not only to academic organizations, but also to businesses. Finally, collaborative relationships require work to be developed and work to be maintained, but the benefit from working with groups which embody a similar goal is certainly worth the effort.

Continuation and/or Future Implications: It is MCC's goal to implement this program in the future. Given the variety of programs at MCC and the apparent need across the city, it would be advantageous to have this model in full operation.

Product: Curriculum

Project Director: Rhonda J. McClenton, Metropolitan Career Center, 162 West Chelten Avenue, 2nd Floor, Philadelphia, PA 19144; (215) 843-6615

Descriptors: High School Equivalency Programs (Ed. note: See also "Achieve" project 98-7010 in this booklet)

Preparing to Enter the Workforce: A School-to-Work Model for Adults

PA 98-7013 **AE** 3025-1200

Purpose: To prepare unemployed or underemployed adults to enter the workforce.

Impact: These individuals will no longer rely upon the public assistance system to support their lifestyle.

Outcomes: Fifteen unemployed or underemployed adults received career counseling, vocational exploration, and employment related skills which enabled them to successfully enter the workforce.

Conclusions/Recommendations: It is recommended that all programs interested in conducting a school-to-work project for adults review the materials included in the final project report for applicability and implement the suggestions contained in the narrative. Projects that intend to implement this type of project are cautioned to carefully screen individual applicants for literacy level and commitment to completing the project.

Continuation and/or Future Implications: Project will be continued through the 1997-98 program year.

Product: Preparing to Enter the Workforce: A School-to-Work Model for Adults.

Director: Sue Hanson, ARIN Intermediate Unit 28, Route 422 East, P.O. Box 175, Shelocta, PA 15774-0175; (412) 463-5300

Descriptors: Career Guidance, Workforce Education

Rural Co-Options for Lifelong Learning

PA 98-7006 **AE** 3025-1193

Purpose: To form a three-district literacy consortium in a three county rural area that would cooperatively offer adults residing in their districts the option of earning a standard high school diploma in lieu of a GED.

Impact: The consortium adopted a general program design, approved the development of a 90-hour curriculum, and required the completion of a graduation portfolio by all program participants as an additional graduation requirement.

Outcome: Six districts in a three county area formed a literacy consortium which offered the regular district high school diploma to adults completing the consortium's diploma program.

Conclusions/Recommendations: Developing a program involving multiple entities was more challenging and time consuming than originally planned. However, the promised benefits of serving a larger population was worth the time.

Project Continuation and/or Future Implications: Implementation is scheduled for 1997-98 funding year.

Products/Training: In production: a 90-hour curriculum, graduation portfolio guide books, a staff development plan, a public relations recruitment plan

Project Director: Lyn Leto, Schuylkill Intermediate Unit #29, Maple Avenue, P.O. Box 130, MarLin, PA 17951; (717) 544-9131; FAX: (717) 544-6412

Descriptors: High School Equivalency Programs

School-to-Work

PA 98-7004 **AE** 3025-1191

Purpose: This project was originally intended to develop a model for an academic/work skills curriculum that was to be a prerequisite for admission to the five training programs available at the Regional Skill Center, an adult technical school serving Erie County, PA. As part of this project, participants showing academic deficiencies received remedial services. Assessment of student skill levels was completed and a framework for service delivery was developed.

Impact: The project resulted in the development of four 60-hour workforce preparation curriculum modules, modification of the teaching sequence in vocational classes at the Regional Skill Center, assessment of students and development of academic profiles for various client populations, and direct instructional services to approximately 50 adults.

Outcomes: The project achieved several of its objectives and resulted in the following: development of a four-tiered system of workforce preparation classes; collection of data on the academic preparedness of the adult population; revision of the Regional Skill Center training curriculum to include mandatory academic instruction in math and communication; and development of a draft "cognitive umbrella" to assemble a range of services delivered through the ABE system. Employers were incorporated into program planning and implementation.

Conclusions/Recommendations: "School-to-Work" is a term describing a heterogeneous group of employment related issues. This project achieved movement toward linking the terminology with a predetermined program of studies. Several problems, most dealing with the logistics of delivering adult education services, were encountered. While clients' initially resisted such course work, they later acknowledged the value of formal academic instruction for job interviews, company testing, etc.

Project Continuation/And/or Future Implications: The Employability Curriculum developed under this project is being implemented during FY 97-98 using existing ABLE funds. The Regional Skill Center has modified its curriculum to include mandatory mathematics instruction. The Intermediate Unit Adult Education Program will provide instructional services. Instruction utilizing the AIT Applied Communications curriculum has been added to the RSC curriculum but is paid from RSC funds. Plans for an ESL employability class have been discussed. Several employers have integrated the curriculum into their employee recruitment programs and have asked for course credentials to be attached to job applications.

Additional Comments: The activities initiated through this grant will be continued as part of a systemic restructuring of ABLE funded programs within the agency. All academic classes are being encouraged to move toward the competency-based model developed through this grant.

Product: Final report

Project Director: Dr. Richard Gacka, Director, Adult Education Programs, Northwest Tri-County Intermediate Unit 5, 252 Waterford Street Edinboro, PA 16412; (814) 734-5610; FAX: (814)734-5806 E-Mail Rich_Gacka@SMTP.Trinet.k12.pa.us

Descriptors: School-to-Work

Standardizing Forms for Non-Metropolitan Literacy Providers

PA 98-7014 **AE** 3025-1201

Purpose: To develop a standard set of forms to be utilized by non-metropolitan literacy providers.

Impact: The forms can be easily and inexpensively reproduced by agencies choosing to use them. They provide a basis for a uniform reporting format which can be utilized for funding and/or research projects.

Outcomes: This effort addressed Program Quality Indicators relating to "Educational Gains", "Program Administration", and "Support Services." The team of project directors focused on non-metropolitan providers because many of them have similarities in constraints relating to staff and budget as well as client needs. Forms on Confidentiality, Contract for Services, Learner Educational Plan (LEP), Learner Intake, Learner Survey, Monthly Tutoring Report, Support Services Referral, and Tutor Survey were produced for agency use. Hard copies and disk copies (IBM or Mac platforms) were produced.

Conclusions/Recommendations: This project can save agencies time, effort and money. The forms can be easily adapted for individual agencies and may be reproduced with little effort and/or cost. However, as in any product, the proof of its usefulness is determined by the numbers utilizing it.

Continuation and/or Future Implications: The forms may be accessed at any time by any literacy provider.

Product: A set of seven (7) forms available in hard copy or disk format

Project Director: Marsha Anderson, Adult Literacy Lawrence County, 207 E. North Street, New Castle, PA 16101; (412) 654-1500

Descriptors: Administration

Statewide Staff Development: Adults with Learning Differences

PA 99-7009 **AE** 3025-1218

Purpose: To increase adult educators' knowledge about learning differences and instructional techniques through a variety of training techniques including introduction and in-depth sessions, demonstrations, the newsletters, printed materials and telephone consultations.

Impact: Training sessions were scheduled by the regional Professional Development Centers and adult education programs and agencies throughout the state.

Outcomes: Evaluations from participants, program directors and the external evaluator indicated that adult educators and volunteer tutors increased their level of expertise for identifying learning differences and in using alternative methods with adults who have learning differences. Dr. Richard Cooper conducted 80 training activities between September 1996 and June 1997. More than 1,000 adult educators and volunteer tutors received training through this project.

Continuation and/or Future Implications: This was the second year for statewide staff development on learning differences. Because of the turnover of adult educators and volunteer tutors, there continues to be a need to provide orientation sessions about learning differences throughout the state. For those participants who attended the previous years, the in-depth sessions on instructional techniques for the teaching of reading, writing, spelling and math were very popular.

Product: Final report

Project Director: Richard Cooper, Ph.D, Center for Alternative Learning, 6 E. Eagle Road, Havertown, PA 19083; (610) 446-6126

Descriptors: Learning Disabilities, Staff Development

Success Stories

PA 98-7001 **AE** 3025-1188

Purpose: Students and teachers provided technical assistance to the Pennsylvania Department of Education's Bureau of Adult Basic and Literacy Education (ABLE) in selecting and recognizing ten outstanding ABLE students via an awards ceremony and publication of the SUCCESS STORIES booklet and flyers. This year's project focused on the role played by programs and staff in the award winners' learning and achievements.

Impact: Dr. Michael B. Poliakoff, Deputy Secretary for Postsecondary and Higher Education, attended the Legislative Luncheon and took part in the Success Stories awards ceremony. All Pennsylvania legislators received copies of the Success Stories booklet, providing awareness of the role ABLE programs play in assisting Pennsylvania citizens to achieve educational success and become contributing members in their communities. Nine of ten Success Stories' sponsors reported local media coverage. This included television coverage of the awards ceremony at Midwinter Conference and a front page picture and story in both the morning and evening newspaper in Reading. In addition, sponsors reported contacts with employers, community agencies, local government, and state legislators.

Outcomes: Project staff edited the nominations, made arrangements for winners' participation at the 1997 Midwinter Conference, and handled payments for the conference. Fifteen hundred Success Stories booklets were written, published, and disseminated. Each winner's page contained a description of the winner's ABLE program, its philosophy and accomplishments. All Success Stories sponsors received 200 flyers featuring their student's story that they could use for promotional purposes.

Conclusions/Recommendations: It is recommended that in 1998, the 20th anniversary of Success Stories, the project publish updated stories of 10 previous winners to demonstrate the long-term benefits of adult basic and literacy education.

Continuation and/or Future Implications: It is recommended that information about sponsoring programs continue to be included in Success Stories booklets.

Product: Final report, 1500 Success Stories booklets, and 200 flyers

Project Director: Sherry Royce, Royce and Royce, Inc., 1938 Crooked Oak Drive, Lancaster, PA 17601; (717) 569-1663, FAX: (717) 560-9903

Descriptors: Public Relations

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Summer Institute: New Teacher Orientation

PA 99-7006 **AE** 3025-1215

Purpose: To coordinate the three day summer institute for new (up to two years in the field) practitioners and to provide linkages for attendees to assure continuation of professional development.

Impact: Impact was reported by participants in the follow-up questionnaire. Much of the training content was retained and applied in the classroom.

Outcomes: The project served approximately 100 adult education practitioners. These individuals participated in three days of intensive training on the basics of good adult education practice. Areas covered included understanding the adult learner; teaching designs and strategies; intake and assessment; counseling and communication skills; classroom management; special populations and diversity; resources for new teachers; and professional development and self-evaluation. The participants left the institute with theoretical foundation and practical tools to use in the classroom. Follow-up training was conducted through the PDCs.

Conclusions/Recommendations: The New Teacher Institute was an effective training method for this audience. It is recommended that the institute be held in the fall to accommodate programs that bring on new staff after the school year begins. The PDCs should have a highly visible role at the institute and should be involved with follow-up activities. Impact and evaluation data should be further analyzed and utilized to improve future training.

Continuation and/or Future Implications: General consensus from project staff and participants is that a new teacher orientation should be an annual event. The intensity of the institute setting provides the arena needed for such an orientation to the field. It was suggested that some training sessions be developed into a training module for use by the PDCs. The New Teachers' Institute can be a successful model for orientation plans of other states' adult education departments.

Product: Final report with institute materials and evaluation.

Project Director: Carol Molek, Tuscarora Intermediate Unit #11 Adult Education and Job Training Center, MCIDC Building #58, 6395 SR 103 North, Lewistown, PA 17044; (717) 248-4942

Descriptors: Staff Development

Summer Institute: Technology II

PA 99-7008 **AE** 3025-1217

Purpose: To provide a summer institute that offered hands-on training and other activities addressing a wide range of technological applications for ABE/GED and literacy programs. To provide follow-up sessions on technology issues throughout the 1996/97 program year in conjunction with the Central Northeast Professional Development Center.

Impact: Evaluations by participants indicated that the summer institute format of multiple "hands-on" training sessions, aimed specifically at the needs of practitioners and offered at various skill levels, was highly effective.

Outcomes: The majority of sessions provided "hands-on" training to maximize effectiveness. Sessions were offered at varying levels to meet the needs of administrators, teachers, counselors, tutors, and clerical staff members.

Conclusions/Recommendations: The interest in technology and need for in service training and support at the program level were, and continue to be, very high. Although the institute was planned to accommodate 100 attendees, a waiting list was created, since registrations exceeded capacity.

Product: Final report with institute materials and evaluation

Project Director: Debra Burrows, Central Intermediate Unit #10 Development Center for Adults, 110 East Bald Eagle Street, Lock Haven, PA 17745, (717) 893-4038

Descriptors: Staff Development, Technology

Transmission of Data Through Technology

PA 98-7003 **AE** 3025-1190

Purpose: To provide the software, manual, and technical assistance to enable at least 100 adult basic and literacy education programs to submit their student, staff, and tutor data to the state via computer disk.

Impact: All adult basic and literacy education programs funded by the ABLE Bureau were offered the option of submitting their data by disk. Professional staff development workshops and individualized technical assistance provided the required training.

Outcomes: The Center for Literacy (CFL), in collaboration with the Bureau of Adult Basic and Literacy Education (ABLE), adapted the FoxPro software, provided one set of professional development workshops, offered individualized technical assistance, and developed an addendum to a previously developed technical manual.

Conclusions/Recommendations: Submitting data via disk eliminates the burdensome completion of bubble forms. In addition, programs are able to periodically monitor information on their students and volunteer tutors.

Continuation and/or Future Implications: During 1997-98, adult basic and education programs will continue to have the option of using these programs. An updated version will be developed and distributed.

Product: Run-time versions for the data required by ABLE for both DOS and Macintosh systems; a comprehensive manual containing all the written documentation needed to use the application and most frequently asked questions and answers.

Project Director: JoAnn Weinberger, Center for Literacy, Inc., 636 South 48th Street, Philadelphia, PA 19143; (215) 474-1235

Descriptors: Administration

"What's the Buzz?"-- Pennsylvania's Adult Basic and Literacy Professional Development Newsletter

PA 99-7003 **AE** 3025-1212

Purpose: To prepare and disseminate a bi-monthly adult basic education newsletter containing information appropriate to the professional development of adult educators in Pennsylvania.

Impact: Evaluation was conducted using both subjective and objective techniques, including a mail-back form and a review of correspondence and comments from readers. Evaluation indicated readers found the information in the newsletter useful in their work, particularly in descriptions of new materials.

Outcomes: The newsletter was mailed to more than 4,000 adult educators five times during the 1996-97 program year. Contained in 45 pages (total) content in the five issues were:

Twenty-eight articles relating to adult education professional development information, resources, and meetings.
Eight articles with information either from or concerning the Bureau of Adult Basic and Literacy Education.
Seven articles relating to Pennsylvania's Workforce Development Program.
Six articles about recent adult education state or federal legislation.
Six articles dealing with electronic information resources in adult education.
Four articles describing local program activities.
Three articles concerning achievements of individual adult education students.
Two articles relating to correction education.

In addition, each issue carried a feature page entitled "Newsletter Roundup" with excerpts (31) of relevant information from a wide range of newsletters, "People and Programs", which highlighted accomplishments of individual adult educators and or programs (26 people, 21 programs); and "It's a Date!"-- a page which lists a calendar of upcoming events in adult education.

Project EQUAL (Educational Quality to Adult Literacy) inserts described some of the activities of the program improvement initiative in its third year.

Continuation/Recommendations: Approval for preparation and dissemination of a professional development newsletter for Pennsylvania adult educators for 1997-98 was received. The newsletter is meeting a need in the professional development of adult educators in Pennsylvania. Continuation and expansion of the project is recommended to respond to readers' information requests on legal issues, on findings from "Learning from Practice" projects, and on identification of low-level reader software.

Product: Final report and five issues of "What's the Buzz?"

Project Director: David Fluke, Adult Education Linkage Services, Box 214, Troy, PA 16947; (717) 596-3474

Descriptors: Dissemination, Staff Development

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Work Beyond GED

PA 98-7011 **AE** 3025-1198

Purpose: To enhance the educational, career, and economic opportunities available to Adult Basic and Literacy Education students through partnerships with businesses, schools, and community-based organizations.

Impact: The impact of this project was not fully defined by the numbers of students completing a portfolio, entering jobs or training, or earning a GED diploma. The impact was most evident by the increase of communication and cooperation among the Adult Learning Center, other community agencies, area businesses and the Fayette County School-to-Work Partnership.

Outcomes: This project was to serve 30 students at the Adult Learning Center in Uniontown, PA. Through the School-To-Work Opportunities Act, core elements of school-based, work-based, and connecting activities, students had a comprehensive, effective program that helped them prepare to enter the workforce. Portfolios were developed for 27 participants. Five students received job-site experiences; ten students obtained jobs and eight students entered other training programs. In addition, 25 students took the GED and 28 were referred to other agencies. Although job shadowing and mentoring experiences were not easily available during the project, continued attention to contacting and communicating with area businesses has resulted in a greater commitment to providing shadowing experiences in the future.

Conclusions/Recommendations: Two recommendations are: 1) build relationships with area businesses and other agencies, 2) work closely with established school-to-work consortia. The activity of job shadowing and mentoring with adults was a new experience for local agencies and businesses. It was important to communicate responsibilities and expectations to successfully place adults into shadowing or mentoring experiences. The development of these two areas will make the continuation of school-to-work activities more beneficial in the future.

Project Continuation and or Future Implications: A continuation of this project was proposed and accepted as a special demonstration project for the 1997-98 program year with an emphasis on adding technology to the school-to-work process. The activities and emphasis of school-to-work activities has been incorporated into other Intermediate Unit I adult education classes and can easily be incorporated into adult education activities elsewhere.

Product: Final report, Curriculum Resource List, Student Activity Log.

Project Director: Sue Conrady, Intermediate Unit #1, One Intermediate Unit Drive, Coal Center, PA 15423-9642; (412) 938-3241.

Descriptors: Career Guidance, Workforce Education.

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